

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the writer presents some theories of concepts, review of previous studies and research model of speaking. They are explained in detail below.

#### **2.1 Theory or Concept**

In this part the writer presents some concepts dealing with speaking that needs explaining. Such concepts include definition, types, speaking ability. They are explained in details below.

##### **2.1.1 Definition of speaking**

Reviewing previous research relates to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, Bygate (1987: 5-6) pointed out that traditionally the focus in speaking is on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching the smallest units-sounds and move through mastery of words and sentences to discourse (Cornbleet& Carter, 2001:18).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purposes for speaking. It is often spontaneous, open-ended and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in given speech act.

According to Bygate (1987: 86) “people speak to make interactions with other people. We often need confidence to speak in order to carry out many of our basic interactions. Furthermore, speaking is designed to enable the people to communicate and interact with other people in order to gain and enrich their knowledge”.

### **2.1.2 Types of Speaking**

Nunan (in Brown 2001: 250) writes that generally there are two types of spoken language, as follows:

#### **a. Monologue**

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, reading, news broadcasts and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

#### **b. Dialogue**

It is different from monologue:Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.Like Nunan, according to Harmer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

#### **2.1.3 Principle of Teaching Speaking**

We know that English is a foreign language in Indonesia. Therefore there are some principle that teacher should comprehend to make students easier to learn English. According to Finocchiaro (1974:18) there are a handful of principles in teaching language through speaking to the students are follow:

- a. Language items should be taught to the students in situations which will clarify their meaning. The essential features of sound, structure, words and the arrangements of these in the utterance of language used should be given clearly.

- b. Good pronunciation should be showed to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking.
- c. In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into word order, inflection, derivation and into the other meaningful features in English. For instance the teacher can give some sentences that use the same root by using different pattern and then the students are expected to be curious about the meaning which can be finding by observing, asking and finally they will be getting the answer by themselves.
- d. The essential of language learning through speaking is improving the ability to ask, answer question, make statements and response appropriately.

#### **2.1.4 Purposes of speaking**

Barker and Ross (in Kolo, 12: 2004) stated that the purposes of speaking are to inform, to persuade and to entertain. One of the most frequent purposes is to inform people something we know in different way. The speaker usually has the obligation to make the information clear and interesting as well easy for the audience to learn, to remember or to apply. The primary goal of this kind of speaking is to inform audience understanding on something. The key means to reach this goal is to clarify and organize materials. Meanwhile we define persuasion as a deliberate attempt by one person to modify the attitude, believe or behavior of other by

transmitting message. The general goal of persuasive speaking is to influence the audience's behavior or way of thinking. Speeches also intend to bring the audience pleasure.

### **2.1.5 Speaking Ability**

For Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Speaking a language is especially difficult for language learners because an effective oral communication requires the ability to use the language appropriately and effectively in learning activities within the classroom and in social interaction.

According to Lado (1961:240) speaking is the ability to express oneself in life situations, or the ability to report acts or situations in precise words or the ability to converse or to express a sequence of ideas fluently. Learning speaking means using essential normal communication situations and signaling systems of pronunciation, stress, intonation, grammatical structure and vocabulary of the language. To encourage students to develop, Byrne (1986), Nunan (1989) and Kleper (2003) among others, suggest teachers to motivate their students by providing opportunities for free expression, meaningful input, exposure to the language being learnt, reward and right correction, as well as showing the students to "make use of the little they know"

### **2.1.8 Proficiency Description**

Proficiency descriptions consist of pronunciation, vocabulary, grammar and fluency as proposed by Hughes (1989). They are discussed in details below.

#### **1. Pronunciation**

Many people think of pronunciation as the sounds we make while speaking. As a speaker of the language, we need to be able to understand each other easily. The pronunciation patterns the native speakers use reflect those commonly accepted by particular speech communities. Richards, Platt and Weber, (1992: 296) define pronunciation as the way certain sounds are produced. It means that, in order to communicate something in English, instead of accounting for the mastery of the vocabulary and grammatical structure entails also the mastery of pronunciation. An emphasis on hearer' perceptions is especially relevant. How we pronounce words, phrases and sentences communicate to others are considerable information about who we are and what we are like, as a people.

In other way, Lado (1961: 70) defined pronunciation as the use of sound system in speaking and listening. It is make up of consonants, vowels, intonations, stress, rhythm, juncture and their sequence. Included in pronunciations are the phonemes and phonemic feature. More he explains that the goal of learning pronunciation is obviously not to have the students talk about the sound of language, but to use them in utterances for communication.

In order to develop students oral communication, there are some criteria levels in analyzing oral testing especially speakers according to Hughes (1990: 111-112):

1. Pronunciation is frequently unintelligible
2. Frequent gross errors and very heavy accent, make understanding difficult and require frequent repetition.
3. "Foreign pronunciation" requires concentrated listening mispronunciation lead to occasional misunderstanding and apparent errors do not interfere with understanding.
4. No conspicuous mispronunciation but would not be taken for a native speaker.
5. Native pronunciation, with no trace of " Foreign pronunciation".

## **2. Vocabulary**

Words are clearly vocabulary. If learners want to use language frequently and want to sound like native speakers, they need to be able to put words together quickly and typical communications (Pawley and Slider, 1983). Vocabulary can be defined as a set of lexicon. It includes single words, compound words and idioms. It is the meaning of key words used by those who address them in the conversation. A good speaker of English, therefore needs to be account well for knowing how to pick up

and select his words appropriately in order to measure students' vocabulary in oral communication, there are some models according to Hughes (1990:111):

1. Vocabulary inadequate for even the simplest conversation
2. Vocabulary limited two basic personal and survival areas (time, transportation, family, etc)
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

### **3. Grammar**

Grammar plays a paramount role in speaking. The words or vocabulary that a speaker possesses would not be enough to be helpful. Richards (1985:125) defined grammar as a description of the structure of language and the way in which linguistic unit such as words and phrases are combined to produced sentences in language. Such a conversation will be meaningful if both the speaker understand their talking with the grammatical structure.

Hughes in Testing for Language Teacher (1989:111) gave out points of students' vocabulary in oral communicative competence. They are shown below.

1. Grammar almost entirely inaccurate phrases

2. Constant errors showing control of very few major patterns and frequently preventing communication
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding
5. Few errors, with no patterns of failure
6. No more than two errors during the test.

#### **4. Fluency**

It is the ability to speak the language with relative ease while focusing on getting one's meaning across. Fluency includes the ability to produce connected, continuous streams of speech without causing communication breakdowns (Nunan, 2003:331):

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky, sentences may be left with someone unevenness caused by rephrasing and groping for words.
4. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Ur (1996:135), points out that the students are tested on fluency and accuracy. Oral testing criteria are:

a. Accuracy

1. Little or no language
2. Poor vocabulary, mistakes in basic grammar, may have strong foreign accent.
3. Wide vocabulary appropriately used, virtually no grammar mistake, native-like or slight foreign accent.

b. Fluency

1. Little or no communication
2. Very hesitant and brief utterances, sometimes difficult to understand
3. Get idea across, but hesitantly and briefly
4. Effective communicate in short turns
5. Easy and effective communicate uses long turns.

## **2.2 Review of Previous Related Studies**

There are a few studies having been investigated by other researches relevant to this study. They are presented in details below.

The first, study is done by Gola (2008) entitled “ The Study on Speaking Ability Through Story Telling by language Class of the Second year of SMAN 7 Kupang in the School Year 2008/2009”.She limits herself to study about students’

ability in speaking through story telling particularly emphasize on pronunciation, vocabulary and grammar. The objectives of her study were to know whether the language class of the second year students of SMAN 7 Kupang was able or not to use correct pronunciation, vocabulary and grammar structure. Based on her data display and discussion, she found that there were so many deviations produced, such as a lot of mispronunciation, ungrammatical structure and inappropriate vocabulary. She concluded that the language class of the second year students of SMAN 7 Kupang were not able to use correct pronunciation, grammar and appropriate vocabulary.

The second is done by Laka (2010) ” A Study on the Speaking Ability when Performing Role play on the Second Year Students of SMP Negeri 2 Kupang in the School Year 2010/2011”.The objective of her study was to know whether the second year students of SMP N 2 Kupang were able or not to speak English when performing role play. Based on her data analysis that the second year students of SMPN 2 Kupang were able to speak English when performing role play in using vocabulary, grammar and pronunciation.

### **2.3 Research Framework**

This study belongs to language skill. It has been generally known that language skill can be divided in two parts: basic skill and sub skill. Basic skill covers listening, speaking, reading and writing. Sub skill consists of vocabulary, grammar,

pronunciation and spelling. Speaking is one the language skills that are used in communication. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

This study is about students' ability in speaking English that are shown in their snowball throwing technique. In line with this, the writer only focuses in this study on ability of speaking skills: vocabulary, grammar and pronunciation in snowball throwing technique.

Widodo (2008) explained that snowball throwing technique is a method used to increase a subject topic. This method is always used by several groups and it consists of five to six students that have ability to make question in a paper made such a ball. The ball is throwing to other groups to receive by answer that question.

In this part the writer wants to provide the research framework as the summary of the concepts or theories explained before in order to help the readers understand more about the essence of this study.

The research framework of this study can be put in the following figure:

